

**ADMINISTRATIVE
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DDA CONFERENCE

27-29 September 1974

SUBJECTS: PDP
APP
PASG

ADMINISTRATIVE

INDEX

A. PERSONNEL DEVELOPMENT PROGRAM

1. Program Summary
2. The Thrust of PDP for FY 1975

B. ANNUAL PERSONNEL PLAN

1. Statement of Purpose
2. APP Coverage for FY 1974/75

C. NEW APPROACHES TO PERSONNEL MANAGEMENT

1. Memo - "Implementation of PASG Recommendations Approved by the CIA Management Committee" from the Director to the Deputies
2. Employee Bulletin - Highlighting the PASG Recommendations
3. Excerpt from PASG - "What Each Employee Can Expect His Career Service to Provide "
4. PASG Guidance #1 - "Personnel Evaluation System Criteria and Procedures"
5. PASG Guidance #2 - "Promotions"
6. PASG Guidance #3 - "Employee Counseling"
7. PASG Guidance #4 - "Employee Mobility"

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3



Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

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PERSONNEL DEVELOPMENT PROGRAM

Instituted: 1 July 1973

Purpose: Systematized Agency approach to employee development and succession planning.

Responsibility:

1. Each Career Service to prepare the plans which comprise the Personnel Development Program for the Career Service or the Career Sub-Groups as appropriate.
2. Each Deputy Director as Head of his Career Service to consolidate the Career Service PDP for review, discussion and approval by the Director.

Content:

1. PDP - FY 74
 - a. Identification of executive and managerial vacancies and the potential candidates for assignment to the vacancies (GS-15 - GS-17) in FY 1974 through 1976.
 - b. Naming of GS-13 through GS-15 officers identified for development as future successors to fill executive and managerial vacancies.
 - c. Development of individualized training and development plans for each GS-13 - GS-15 officer identified for succession.
2. PDP - FY 75. Divided in Two Sections
 - a. Section One - Same executive and managerial identification of positions and personnel as covered in initial PDP in FY 74. Termed Executive Level to insure inclusion of specialists.
 - b. Section Two - Requires preparation of Developmental Profiles, comprised of assignments and training, for the specific professions or disciplines of a Career Service, beginning with at least grade GS-09. Designed to provide guidelines for development against which individuals associated with the discipline or profession can be compared, measured, and provided with developmental programs.

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PERSONNEL DEVELOPMENT PROGRAM - FY 1975

1. The development of executive and management personnel continues to be a matter of major concern in the Federal Government, and the Office of Management and Budget and the Civil Service Commission have collaborated on building a comprehensive executive development program in the government agencies. Guidelines have been issued establishing structures, policies and processes to implement an executive and managerial development program. Executive identification and development is a program of major significance and was introduced to the Agency's personnel management processes in FY 74 as the initial phase of the Personnel Development Program. The current high rate of retirement among experienced senior personnel has reinforced the importance of this program in our personnel planning. The bunching or clustering of peer groups of retirees results from the Agency's hiring practices in earlier years when employees came to the Agency in about the same cluster framework. This "bunching" also limited the opportunity for upcoming personnel to have the scope of experiences needed to develop their managerial or executive talents or to prepare them for assignments as senior analysts, advisors, or operations officers. No organization can produce instant "executives" or "wisemen." The Personnel Development Program provides a management/executive level identification and training section designed to alleviate this problem.

2. A well planned career management system must offer general opportunity for professional development and growth. Efforts of this kind have been implemented in various Agency components. Now this aspect of personnel management will become a formal part of the Personnel Development Program for

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	CONCURRENCE	INFORMATION	SIGNATURE
Remarks: Attached is some material relating to discussions on Agenda Items IV, Personnel Approaches Study Group, and X, EEO and Upward Mobility, on the DDA Management Conference Agenda. I hope you will find this material helpful in preparing for these discussions. At the very least, you should take with you the statistical material which is included, since we will be using these data in our discussion.			
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Acting Director of Personnel 7D 18, Headquarters			9/23/
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FY 1975 through extension of the Program to provide for the development of training cum assignment plans for functionally homogeneous groups of officers beginning with grade GS-09.

3. Therefore, the Personnel Development Program for FY 75 will be divided into two sections. Section I will be concerned with Executive Level Development plans and the pertinent statistical charts are to be completed and submitted to the Director of Personnel by 15 November 1974. Section II will involve the preparation of Developmental Profiles to provide the framework for career development actions below the executive level. Because of the complexity and the importance of the initial work on formulating these Profiles, the due date for completion of Section II reports is established as 30 June 1975.

SECTION I - EXECUTIVE LEVEL DEVELOPMENT (GS-1⁶ - GS-17 and SPS)

1. Section I of the FY 75 Personnel Development Program will require the same planning and reporting as was covered in the FY 74 PDP with two additional statistical charts.

a. One new chart will report the number of officers under consideration for assignment to any of the expected executive level position vacancies who are not reported on the GS-13 - GS-15 Executive Level Candidate Roster. They will have been named in the lists identifying expected vacancies and the candidates for these assignments. (The lack of this information in FY 74 PDP reports resulted in distorted comparative statistics.)

b. The second new chart will show the number of Women, Blacks and other Minorities listed in the Executive Level Candidate Roster.

2. The list of the officers in grades GS-13 - 15 selected for executive level development need not be limited to those officers being identified as candidates for specific assignment to an executive position during the three-year period. The fact that an individual has been judged to have the talent and potential for executive level development and that the training towards that development will begin during the review period is sufficient for inclusion in the Roster.

3. The FY 74 instructions and the information for the preparation of the FY 75 Personnel Development Program (Executive Development) remain a valid handbook of guidelines for preparation of the Section I of the FY 75 PDP and should be reviewed as background for the current program preparation. The selection of officers for the Executive Level Candidate Roster should consider the individual's own interests and aspirations as well as the assessment of his competence and potential. Training, courses or assignments, should be selected to supplement each person's experience with the intention of providing whatever is needed to fully develop his potential. In each case a time frame or schedule must be established for completion of planned training.

4. Formats for the FY 75 PDP statistical reports and for the identification of Executive Level Vacancies and Assignment Candidates and the Executive Level Candidate Roster are being distributed. The name list charts will be completed and retained by each Career Service. They will be the basis for discussions with the Director when he makes his annual review of the individual Executive Level Development Programs with the Heads of the Career Services.

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

SECTION II - DEVELOPMENTAL PROFILES

1. The second part of the FY 75 PDP is concerned with the design of Developmental Profiles for professional and technical personnel in grades GS-09 and above. A Developmental Profile can be viewed as a flow chart of either short or long range developmental plans and opportunities which is designed for a functionally homogeneous group of officers at progressively higher levels of functional responsibility. The purpose of the Profile is to provide guidelines for the decisions affecting the career development of members of an identified group, and to provide a frame of reference for appraising their readiness for the varying stages of development. The Profiles identify those training courses and types of assignments which are generally pertinent for consideration in planning the development of the talents and abilities of individuals within the concept of the profession and/or discipline of the group. Profiles should also identify any relationships which exist among the various disciplines or tracks so the individuals concerned can see the patterns of career planning and the available options.

2. Care must be taken to insure the training and assignments are valid for the purpose of the Profile and that it will contribute to the professional and personal growth of the employees concerned. A basic intent should be to provide the opportunity for continuous professional development while recognizing that not all personnel within the group for whom the Profile is designed will wish or be able to take advantage of every aspect of the available plans. Nevertheless, the Profile should, within the concept of the identified group, be planned to fully develop quality personnel.

3. A Developmental Profile serves a number of purposes: (a) it focuses attention on the many ways of developing Agency personnel or of

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Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

providing them the opportunity for development; (b) it formulates in orderly fashion the requirements considered valid for development within a particular professional or technical discipline; (c) it improves motivation and morale by giving the members of a functional group an understanding of what constitutes progress in their area of development; (d) it provides assistance to the Career Services in managing the effective development and utilization of the Agency's manpower resources. This is essential at this time of reduced personnel ceilings and the loss of many senior and experienced personnel by retirement.

4. A well designed Profile provides a positive framework for planning and evaluating training and assignments and is a key element in an effective career management system. The content of the Developmental Profile should be designed for use as a check list or point of reference for plans or options to be considered when reviewing personnel either individually or as members of a group. Such reviews will insure that required training and/or developmental assignments are arranged in a timely and orderly fashion. The Career Services can use the Profiles as guides for evaluating the progress of officers at established checkpoints in a career and provide the means ... training or particular assignment ... for appropriate or needed development. Training should supplement an individual's preparation for a particular assignment or contribute to his long range career development. The Profiles will also be useful to supervisors in determining immediate training programs and schedules.

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

5. Most Developmental Profiles will be addressed to the concept of a single function and include the grade parameters normally associated with that function. In all cases, function and level of responsibility are the bases for the qualitative measurement. In some cases the training prescribed in a Profile will be arranged to immediately precede the assignment for which it is designed. In others, the sequence of training courses will be arranged over a period of time and lead toward more responsible and senior assignments. Consultations with representative employees in the group will provide information essential to the development of specific aspects of the Profile.

6. A Profile must be flexible and responsive to change. There is no intent that it be applied rigidly to require each officer in grade or functional group to take identical courses or be assigned to exactly the same type of position in the same time frame. Not all officers will or should be expected to progress exactly as the Profile specifies. Dependent on individual talents and choices, as well as on Agency interests and evaluations, some officers will progress only to a certain point within the parameters of a Profile. Others may change disciplines completely or be selected for executive development in which case they will then follow a program individually designed to meet specific needs of the position or positions for which they are candidates. The fact that an officer is not selected for, or elects not to follow the whole program outlined in a particular Profile, should not restrict him from enrollment in courses or developmental activities which will serve the purpose of maintaining proficiency in his functional field. In other words, the Developmental Profile should also offer the

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

opportunity for maintaining current skills or developing new ones required to keep pace with changes in the state of the art.

7. The Developmental Profile, then, is a tool to guide career development action, for creative use in deciding choices between opportunities for planned training and experience, and to provide standards for evaluating levels of growth within a functional area. The Profile is a reminder to both management and to individual employees of the requirements and opportunities for development in a positive fashion.

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3



Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

ANNUAL PERSONNEL PLAN

Institution date: 1 July 1973

Purpose:

1. To establish an Agency-wide systematized approach whereby at the beginning of each Fiscal Year each Career Service develops fiscal year goals as targets for action in significant areas of personnel management.

2. To provide top management with a capacity to review the individual Deputy Directorate advance personnel management planning and goals for the new fiscal year; achievements against previous fiscal year goals; to monitor progress and to evaluate at the fiscal year end the attainment of established goals.

Responsibilities:

Each Deputy Director and a DCI designee for the Offices making up the DCI Group.

Coverages

I. ON DUTY STRENGTH STATISTICS

FY 74 Goals and FY 74 Achievements
Overall Plans for Projected Changes - FY 75
On Duty Strength Report - By Category

II. MANPOWER ANALYSIS

Desired Staff Personnel Gains
Professional Gains
Desired Alterations or Significant Changes
Rotation of GS Professional Employees
Movement of Clerical/Technical Employees to Professional
Status
Utilization of Stenographers
Planned Lateral Entry of Professional Personnel
Personal Rank Assignments
Number of Consultants and Reemployed Annuitants
Separation:
 (1) Voluntary Retirees
 (2) Involuntary

III. TRAINING

Desired Core, Skill and External Training Enrollments
Language Skills Enrollment
Language Skills Development

IV. EQUAL EMPLOYMENT OPPORTUNITY

Professional Employees
 Women Staffing and Promotion
 Black Staffing and Promotion
 Other Racial Minority Staffing and Promotion

Technical Employees
 Women Staffing and Promotion
 Black Staffing and Promotion
 Other Racial Minority Staffing and Promotion

Movement of Clerical/Technical to Professional Status
Blacks, Other Racial Minorities, Women

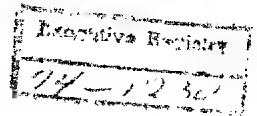
Enrollment in Core, Skill and External Training --
Professional Employees (EEO)

Core Courses Specified in EEO Objectives

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

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MEMORANDUM FOR: Deputy Director for Intelligence
Deputy Director for Management and Services
Deputy Director for Operations
Deputy Director for Science and Technology
Chairman, Senior Executive Career
Service Panel

SUBJECT : Implementation of PASG Recommendations
Approved by the CIA Management Committee

REFERENCES : (a) Extract from Minutes of CIA Management
Committee Meeting on 7 January 1974
(b) Employee Bulletin, New Approaches to
Personnel Management, dated 1 April 1974
(c) Report of the Personnel Approaches Study
Group dated 30 November 1973

1. After the CIA Management Committee approved the PASG recommendations with the modifications noted in reference (a), an Employee Bulletin was issued to begin implementation of the approved recommendations and to tell employees about the new approaches to personnel management we have adopted. The sooner everyone in the Agency understands the reasons for these initiatives, the sooner we will gain the support needed to make our efforts a success. I signed the Bulletin so that all personnel will know the significance attached to the improvement of personnel management throughout the Agency.

2. While the substantial work load involved will be shared by employees and managers, the major task of converting broad personnel objectives and new directions into specific achievements rests mainly on us. With this in mind, we should take the time to decide how to organize, manage and monitor personnel operations in our areas to best accomplish both Agency objectives and your own requirements. As a first step, please establish the Senior Personnel Resources Board called for in the PASG Report. You may wish to reconstitute the existing Directorate Career Board or you may wish to confine its actions to selected personnel operations and appoint a new Senior Personnel Resources Board. In either case, the important thing is to maintain a personnel advisory body that will

help you formulate Directorate-wide personnel policies and guidances and monitor the effectiveness of individual components in complying with these policies and guidances.

3. Once the Board is established, it should be fully used in acting upon the following matters:

a. Policies, career sub-groups and structures most appropriate for implementing the PASG recommendation that each Directorate will constitute a Career Service. (In deciding upon specific organizational arrangements, consideration should be given to the kinds of personnel boards and panels you will want to use, both at the Directorate and at the component levels.)

b. Directorate-wide objectives and plans to implement the ten DCI personnel objectives contained in the PASG Report. (These are important concerns and will require continuing encouragements from you and hard work by many people in your area.)

c. Specific means of implementing the sixteen personnel responsibilities and authorities of the Deputy Directors listed in the PASG Report.

4. Pending your decision on the kind of career sub-groups you will maintain in the Directorate Career Services, present Career Service indicators will continue to be applied to employees and positions in order to manage personnel affairs, keep personnel records, and fix responsibility for personnel management. Agency Regulations will be amended to indicate that the term "Service Designation" will henceforth be restricted to Directorate and Executive Career Services. Second letters in present Service Designations shown in [REDACTED] (e.g., MP, IC) will be retained in Regulations as sub-career group indicators, and they will be changed as necessary to reflect Directorate decisions relative to future composition of career sub-groups.

STATINTL

5. A number of other recommendations involving Directorate actions will be formalized in Agency Regulations. They include:

a. Inclusion of the PASG statement on Agency personnel policy.

b. Enumeration of the sixteen personnel authorities and responsibilities to be exercised by the Deputy Directors.

c. Establishment of Directorate and Executive Career Services.

d. Formation of a CIA Supergrade Review Board to conduct quarterly reviews of Directorate and Executive plans for filling supergrade vacancies.

e. Elimination of the three-year career provisional period.

f. Announcement of the Management Committee's decision that individuals assigned outside their Directorate Career Service more than three years will normally have their Service Designation changed.

6. As the several recommendations contained in the PASG Report are implemented, the capacity for moving personnel to assignments where their qualifications are most needed should be improved significantly. Throughout the various organizations of the Agency, there are employees with common occupational specialties and skills performing common functions. I have asked the Director of Personnel to study the feasibility of modifying the existing Agency Qualification Record System somewhat along the lines of the Military Occupational System (MOS), which could facilitate the ready identification of employees having combinations of qualifications applicable to selected occupational affinity groups.

7. In carrying out the provisions of this memorandum, you are encouraged to seek the assistance of the Director of Personnel and other Agency officials concerned, particularly in connection with the development of Directorate-wide guidances pertaining to DCI personnel objectives and the sixteen personnel responsibilities of the Deputy Directors.

8. As in the case of the Annual Personnel Plan (APP) and the Personnel Development Program (PDP), I want to meet with you at the earliest practicable time to discuss progress in implementing PASG recommendations within your Directorate. For this reason, I will schedule a meeting with each of you approximately nine months from the date of this memorandum.

STATINTL

W. E. Colby
Director

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Next 5 Page(s) In Document Exempt

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PASG

WHAT EACH EMPLOYEE CAN EXPECT
HIS CAREER SERVICE TO PROVIDE

A system for paying systematic, continuing attention to all employees; for insuring equitable treatment of all personnel; and for facilitating the use of individuals in accordance with their relative abilities.

The provision of personnel counseling assistance to all interested people and the identification of those requiring developmental or job counseling, as seen by the Career Service.

The systematic recognition of individual talents, including the more rapid advancement of the most gifted.

The planning and application of developmental experiences for individual employees, including rotation.

The maintenance of a system that will continuously identify and remove employees who are marginal or have the least potential, in order to insure effective work relationships and enhance individual chances for advancement.

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PASG GUIDANCE NO. 1

Personnel Evaluation Systems
Criteria and Procedures

RESPONSIBILITIES OF DEPUTY DIRECTORS IN PASG ACTIONS

- a. Increased Personal Involvement of Deputy Directors: Pursuant to PASG recommendations, each Deputy Director has authority and responsibility for taking new initiatives in personnel management. He is expected to personally plan and participate in personnel management, as he is now actively involved in planning and managing operations and financial affairs. In doing so, he is expected to seek as much practical uniformity as feasible within the components or Career Sub-groups under his jurisdiction.
- b. Career Sub-groups and Competitive Personnel Categories: Under the new approaches to personnel management proposed by PASG, and approved by the CIA Management Committee, each Deputy Director will have to decide how to best organize employees for career management and evaluation purposes. At the outset, he should decide whether or not to designate Career Sub-groups and to use functional personnel categories as competitive groups for evaluation purposes.
- c. Development of Evaluation Criteria: One of the specific requirements levied on each Deputy Director and the Head of the Executive Career Service is the development of criteria for the evaluation of employees. These may vary among competitive groups. Pursuant to Agency policy, evaluation criteria are to be used in periodically ranking personnel with the highest and the least potential and those falling in between. Prescribed ranking criteria should be widely disseminated in each Directorate so that all employees can understand the considerations on which rankings are predicated.
- d. Establishment of Evaluation Boards and Panels: As an early step in implementing the evaluation (and promotion) authorities and responsibilities each Deputy Director should examine existing arrangements and establish a Directorate-wide structure of suitable panels or boards to apply evaluation criteria in the most equitable manner possible.

PERSONNEL EVALUATION SYSTEMS

- a. The Meaning of Personnel Evaluation: Personnel evaluation is a process whereby supervisors (or career officials) arrive at certain conclusions concerning the caliber of the employees under their jurisdiction. They render estimates relative to the merits of each employee by rating them with respect to selected traits or characteristics. Ratings are opinions and those responsible for conducting personnel evaluations should recognize that ratings represent no panacea for determining employee

ADMINISTRATIVE - INTERNAL USE ONLY

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job proficiency or career potential. The most difficult challenge to the developer of an employee rating system is to establish its reliability. Reliability is determined by observing the degree of consistency in the independent application of the rating instrument by different individuals.

b. Purposes of Personnel Evaluations: Employee evaluations serve multiple purposes. In addition to being applied by supervisors to record employee job performance, evaluation systems serve the purpose of providing the principal basis for determining which employees are most valuable to or needed by a Career Service in the accomplishment of its mission. Similarly evaluation systems serve to identify employees surplus to the needs of the Career Service or who contribute the least to the realization of its objectives. Evaluation systems are also used to determine those employees in the Career Service most eligible or ready for promotion--a determination which involves different considerations, for example, than those used for identifying the most valued employees, e.g., time-in-grade policies frequently affect promotion selections. Finally, evaluation systems help identify employees for whom some specific action by the Career Service is appropriate, e.g., counseling, training, reassignment, or issuance of a merit award. The specific objective in sorting employees must be kept in mind in conducting personnel evaluations since employee sortings (rankings) will differ depending on the purpose of the evaluation.

c. Ratings in Competitive Evaluations: Ratings pose special problems when used to establish competitive rankings among employees. Evaluators are not equally familiar with the employees to be rated. In some cases evaluators have little or no personal knowledge of the employees to be evaluated. In other cases, evaluators have observed the same employees but under different circumstances or conditions; consequently, these rating officials use different criteria for judging the same trait or characteristic. In general, the best way to strengthen the evaluation process is to (a) provide evaluators with as much information as possible about each individual pertinent to the purpose of the evaluation; (b) screen as much data as possible from the information made available to the evaluator not pertinent to the purpose of the evaluation; and, (c) use the most appropriate rating method in the evaluation process.

d. Evaluation Criteria: Evaluation criteria for rating purposes refers to those characteristics and attributes of work-related skills, experiential and training background, personality, and behavior, considered highly contributive to successful job performance. The criteria selected for use in making personnel evaluations should be as realistic as possible in terms of (a) describing personal and job-related traits which contribute to good performance, at the level being considered, and (b) providing a basis for estimates of probability of success at one or two levels beyond. These criteria probably will vary among grade groups and job families. Career Services should reaffirm the appropriateness of evaluation criteria

ADMINISTRATIVE - INTERNAL USE ONLY

ADMINISTRATIVE - INTERNAL USE ONLY

now in use, and develop new criteria to specified grade and occupational groups as applicable. The views of supervisory officials and selected employees should be helpful in identifying proper criteria. In the final analysis, the criteria used by evaluators should enable them to make the most sound judgements possible in determining the numerical ranking of employees. In this regard, Career Services should ensure that evaluators uniformly consider all relevant factors to the purpose of a given employee evaluation.

e. Rating Methods: Basically rating methods are distinguished by the extent they take into account the absolute difference between individuals being rated.

(1) Ranking employees (ordering the group from best to worst) is considered the simplest rating method. It is frequently the method preferred for use when small groups (20-25) are to be rated by those not too familiar with rating methods. The easiest way to rank small groups of individuals is through making paired comparisons, i.e., the rater compares each employee in the group with every other employee. Final ranking is determined from the number of times each was judged better than the others. The ranking process can still be used when the number of individuals to be rated is large by having each rater simply assign all individuals within two or more sub-groups, e.g., sub-group 1 = good, sub-group 2 = average, sub-group 3 = poor. After accomplishing this, each rater then separately ranks individuals in each of the sub-groups. In this regard, it should be kept in mind that where several raters rank a group of employees the final rank given each employee represents an ordinal number and ordinarily should not be taken as the average of all the ranks assigned the employee. The mid-most rank (median rank) is more representative of the employee's ranking. It is quite likely that the extent of the difference between two adjacently ranked employees will be of significant concern to a Career Service during certain evaluations, hence, the use of rating scales.

(2) The use of rating scales represents a second major method of evaluating employees. Ratings may be developed using either discrete categories or continuous scales (the former presents a series of discrete steps to the rater and the latter presents a continuum). In either case quantitative ratings may be established. Although descriptive adjectives are probably more meaningful to use than numbers, many raters, as when using numbers, will differ in their interpretation. One of the more serious problems in using rating scales is the likelihood that the standards will not be the same for different raters. Behavior-sample rating scales, which employ a series of behavior samples as standards, are the most promising of all rating scales. They are developed by compiling a written description of behaviors accurately characterizing individuals varying in ability, i.e., the behaviors of the "best" employee and

ADMINISTRATIVE - INTERNAL USE ONLY

ADMINISTRATIVE - INTERNAL USE ONLY

the behaviors of the "worst". This approach will tend to reduce differences in interpretation of the standards found among different raters.

Other considerations in the use of rating scales include the number of steps to be used in a scale, and whether a differential weighting system should be used. Although research has suggested that when trained raters are used seven to nine steps in a rating scale produce maximum reliability, this will probably vary with the nature of the trait being rated. The number of steps for use in rating scales is optional. Research has also shown that the greater the number of traits rated, the higher the intercorrelations will be among the ratings of the different scales. Hence, in many instances differential weighting adds nothing or has little effect on the final ranking of those evaluated.

THE EVALUATOR

a. Rating Errors: Since human judgements are prone to error some of the more common errors should be recognized. Raters, especially those without much experience or training frequently make the following errors:

a. Constant error: Rater consistently assigns high ratings to most individuals (leniency error); rater avoids or is unwilling to rate individuals very high or very low (error of central tendency).

b. Halo effect: Rater's general impression of the individual influences his ratings on the individual's specific traits.

c. Logical errors: Rater tends to give similar ratings on traits or characteristics which he concludes to be logically related (generally results from ignorance or failure to understand the traits being rated).

b. Selecting Raters: It is apparent that the more a rater knows about the person being rated the more accurate the ratings, but it is not necessarily true that a supervisor is the most accurate rater. Some supervisory personnel have made only casual observations of subordinates over a period of time and this information is not usually as meaningful as that obtained through intensive short-term observation. Personal bias is also likely to be a factor in situations where raters evaluate their friends and colleagues. Likewise, there are raters who, being fearful of having to justify their ratings, will tend to play it safe and assign only "average" ratings to avoid controversy. Raters also should have adequate time to do their job. Considering the serious responsibility raters have in passing judgement as to the "worth" of an employee to an Agency Career Service, every effort should be made to ensure that raters are fully prepared to meet this responsibility.

ADMINISTRATIVE - INTERNAL USE ONLY

THINGS TO CONSIDER IN OPERATING A PERSONNEL EVALUATION SYSTEM*

1. Scope of Evaluation within a Directorate Career Service
(Issue for resolution at Directorate level.)
 - a. Directorate-wide competitive evaluations, by central boards/panels?
 - b. Competitive evaluations by Career Sub-groups?
 - c. Competitive evaluations within specified Directorate-wide groups?
 - d. Competitive evaluations at Career Sub-group levels plus Directorate-wide evaluations for designated higher grades?
2. Competitive Groups
(Choice is contingent upon decisions made in paragraph 1 above.)
 - a. Evaluation by grade (which ones)?
 - b. Evaluation by functional or occupational group (occupational series in a group)?
 - c. Evaluation by a combination of the above?
3. Organizational Structure
(Choice is affected by decisions made regarding issues in paragraph 1 and 2 above.)
 - a. Assumption by a central board of responsibility for all final evaluations, supported by recommended rankings from one or more supporting panels?
 - b. Division of responsibility between board and one or more panels for evaluations (board to act upon more senior grades)?
 - c. Determination, under options 3a or 3b, of number and composition of boards and panels needed and the way they should be organized (grade, function or some combination thereof)?

* Item 1 for determination by Deputy Director, upon recommendation by the Senior Personnel Resources Board. Other items for initial examination by Senior Personnel Resources Board (in the course of preparing a Directorate-wide guidance on personal evaluations); subsequent consideration by Career Sub-groups to extent leeway is permitted in Directorate-wide guidance.

ADMINISTRATIVE - INTERNAL USE ONLY

4. Composition of Boards

- a. Membership composed of all principal officers in Career Service or Career Sub-group involved?
- b. Membership from some designated group of officials, such as officers two or more grades above the grade(s) of those to be evaluated?
- c. Use of key officials as members plus one or more ad hoc members?

Comment

Fairly frequent changes in the membership of boards and panels will appear to most employees to facilitate equitable treatment. Membership turnover also affords more officers with an opportunity to gain a better perception of personnel management problems.

5. Purposes of Evaluations

(To be considered for publication in Directorate and Career Sub-group guidances.)

- a. Provision of standards to employees enabling them to better understand the bases upon which they are judged?
- b. Competitive judgement of performance, personal qualifications and potential?
- c. Identification of employees who should be considered for promotion (to be selected in accordance with promotion guidances and precepts)?
- d. Selection of candidates for executive development?
- e. Identification of exceptionally qualified individuals for accelerated advancement without regard to normal standards (for all grades)?
- f. Designation of candidates for QSIs or honor awards?
- g. Review the developmental needs of individual careerists and recommend specific assignments, training and other developmental experiences.
- h. Intensification of the awareness by boards and panel members of the knowledge of individual careerists and their interests and capabilities?

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- i. Development of recommendations for senior schools and full-time external training?
- j. Identification of employees ranked on the bottom of evaluation lists, who should be considered for administrative action?

6. Ranking Ranges

- a. Use of a fixed percentage as the bottom range in the ranking of an evaluation group (either same percentage in all groups or varying percentages in different evaluation groups)?
- b. Establishment of a percentage as the bottom of the ranking range for each evaluation group each time an evaluation is conducted?
- c. Supplementary ranking ranges within upper, middle and lower ranking ranges, to facilitate the ranking process or to serve some special purpose?

Comment

Decisions regarding the percentages that will constitute the bottom ranges of evaluation groups should be cleared by the Head of the Career Service concerned before implementation.

7. Ranking Employees

Selection of the appropriate criteria to be used among the many available in the evaluation process, relative to performance, personal attributes, potential and other considerations? (See Tab B for assistance in selection of criteria.)

- a. Numerical rankings of employees by board and panels after referring to criteria lists or evaluation precepts?
- b. Development of employee numerical rankings by boards and panels using rating factors. (A score sheet for each individual is totaled and all sheets are combined to determine rankings of employees in the evaluation group.)

Comment

The creditability and support of evaluation systems are normally enhanced by the dissemination in writing of information about the criteria and procedures used.

8. Scheduling of Evaluations

- a. At specified annual or semi-annual times?

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Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

- b. Immediately after TR rating period (if evaluation group is based on grade)?
- c. More often for certain grade groups than others?
- d. Ad hoc sessions of boards and panels?
- e. Throughout year, different evaluation group evaluations are staggered to best meet workload?

9. Documentation to be Considered

- a. Fitness Reports only?
- b. Soft files and other temporary records?
- c. Documents contained only in Official Personal Folders?
- d. Information or recommendations from panel members, supervisors, Career Management Officers, etc.?
- e. Other information, e.g., tested skill levels, etc.?

Comment

Boards and panels should decide what data is needed, although primary stress should be placed on the employee's recent performance record.

10. Supervisory Participation in Evaluation Process

Preliminary preparation by supervisors of rankings of personnel under their jurisdiction, per general guidelines, for subsequent consideration by boards and panels?

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

ADMINISTRATIVE - INTERNAL USE ONLY

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

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EVALUATION FACTORS IN USE BY CAREER SERVICES AND CAREER SUB-GROUPS*

Personal Attributes, Skills and Knowledges

drive
sense of security
motivation
reputation
medical status
enthusiasm
suitability and personal conduct
integrity
self-reliance
dedication
creativity
courage
independence of judgement
initiative
disciplined attitude/behavior
decisiveness
maturity
judgement
ability to influence others
mobility
forcefulness
adaptability
willingness accept responsibility
dependability
reliability
versatility
discretion
ability to implement instructions
works under pressure
conceptual skills
diligence
cooperation
assignment flexibility
meets deadlines
interpersonal skills
prudence
accuracy in work
effective oral expression
effective writing
possession of scarce skills
willingness to learn
presence
self expression
good mind
analytical
practical

alert mind
ADP knowledge
substantive knowledges/experience

Performance

productivity
quantity of work
quality of work
organizing ability
planning ability
supervisory ability
professional or technical knowledge
results or achievements
managerial proficiency
representation ability
language(s)
degree of responsibility in tasks
coordination/liaison
function without close supervision
use of specific knowledges and skills
needed for effective performance

Potential

demonstrated capacity serve at
higher grade
sustained performance capability
training record
recognition, e.g., QSI
depth and variety of experiences
previous levels of responsibility
rate of career progression
leadership/managerial talents
organizing, planning and managing
capability
supervisory ability
desire for self-improvement
versatility in future utilization
has qualification requirements
for jobs of higher responsibility
knowledge of management principles
and techniques

* Definitions of these factors are frequently provided.

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

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PASG GUIDANCE NO. 2

Promotions

GENERAL

1. Close Relationship Between Personnel Evaluations and Promotions: A promotion guidance applicable to the Directorates must be consonant with Agency personnel policies and new directions while allowing for considerable flexibility among Career Services and Career Sub-groups. Moreover, it must be administered as part of the personnel evaluation process, since a principal purpose for employee rankings is to identify those individuals who are most valuable and deserving of advancement.
2. Highest Ranked Employees Not Automatic Promotion Choices: It is an oversimplification to assume that the highest ranked members in an evaluation proceeding should automatically receive--in descending numerical order--the number of promotions available within a Career Service or Career Sub-group. Additional issues need to be acted upon or considered each time promotions are made. These issues may range from the promotional consideration of employees not covered by personnel evaluations to the possibility that some of the highest ranked careerists within a competitive group were recently promoted.

RELEVANT PROMOTION POLICIES AND NEW PERSONNEL DIRECTIONS

STATINTL

1. [REDACTED] Promotional consideration of staff personnel in grades GS-09 through GS-15 must be accomplished, at least annually, on the basis of competitive evaluation of their performance, qualifications, lengths of service and value to the Agency. Personnel evaluations are the principal means for achieving this policy. (Although formal competitive evaluations are not required for employees in grades GS-08 and below, the basic principle of competitive evaluation is to be followed.)
2. PASG Emphasis on Rewarding Productive and Talented Employees:
 - (a) Objectives: Three of the 10 PASG objectives bear upon the improvement of promotional decisions. One objective calls for providing employees with opportunities commensurate with their individual skills; the second directs the administration of an employees' recognition system to uniformly recognize individual contributions and outputs; and the third provides for the upward movement of highly talented employees even in components where advancement room is limited. The first two will necessitate the close monitoring of personnel development actions as they relate to promotions and QSIs by Career Services and Career Sub-groups; the third calls for new approaches to be developed, including appropriate exceptions to time-in-grade and other rules generally applicable to promotion eligibles.

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(b) Responsibility of Deputy Directors for Promotion Criteria: Submission of this guidance is specifically intended to help Deputy Directors meet the PASG requirement for developing uniform promotion criteria within their areas.

SUGGESTED GUIDELINES FOR PROMOTIONAL REVIEWS

1. Selection of Competitive Promotion Categories: It is appreciated that personnel evaluation groupings established by Career Services and Career Sub-groups, will normally constitute competitive, promotional categories. However, there are other factors to take into account before deciding upon specific promotional categories, some of which are discussed in paragraphs a - c below. Reflections upon the most appropriate promotion competitive groups may well influence judgements on the desired kinds of personnel evaluation groupings that should be used.

(a) Grade Levels: Heads of Career Services and Career Sub-groups should decide whether to operate competitive promotions at a lower level than grade GS-09.

(b) Clericals: Heads of Career Services and Career Sub-groups should determine the desirability of establishing competitive promotions for clericals above a stipulated grade. Such an arrangement could be effected by a directive establishing promotional reviews at the Directorate level (with or without the concomitant maintenance of a Directorate-wide clerical career service) or it could be implemented, per Directorate instructions, by Career Sub-groups.

(c) Generalists Versus Specialists and Technical Personnel: Some boards and panels experience difficulty in deciding upon the promotion of employees within a given grade group because of the different personnel mix within it. Career Services and Career Sub-groups are encouraged to follow the competitive principle of considering employees for promotion who have similar skills and are engaged in similar work. When this cannot be accomplished within a grade group, Career Services and Career Sub-groups should consider the merits of placing specialists or technical personnel in different promotion categories than the generalists who perform the primary substantive work involved. The promotion of specialists and technical personnel could be based upon different promotion policies than those applicable to generalists. For example, specialists and technical personnel could be competitively considered within a Career Service or Career Sub-group for assignment to selected vacant positions. Promotions could then be made upon such an assignment whenever the grades of the positions concerned permit.

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2. Recognition of Employees with Exceptional Talent: Giving more frequent promotions to employees who have demonstrated outstanding performance and exceptional potential should be a special consideration of boards and panels. Quite aside from the regular attention paid to exceptional employees in personnel evaluations, promotional reviews, FDP actions, etc., Career Services and Career Subgroups should concentrate upon the potential these employees possess to move into Supergrade positions while relatively young.

3. Recognition of Productive Employees: Although numerous factors are considered in personnel evaluations for promotion purposes increased emphasis should be placed on the factor of individual productivity (quantitative and qualitative) insofar as it directly relates to office objectives and priorities. Career Services and Career Sub-groups should decide how to best recognize the efforts of steady, qualified performers with good productivity records even though these individuals may not appear as high as others in evaluation rankings because of background, age, limited potential or other factors.

4. Flexible Application of Time-in-Grade (TIG) Factors: Although time-in-grade periods are most often considered during promotion exercises, TIG tables are not necessarily the most important auxiliary device for allocating promotions. TIG tables should be applied with flexibility, and they should be modified whenever appropriate to take cognizance of promotional prospects or long-range staffing concerns. It was earlier acknowledged that exceptionally talented employees should not be rigidly bound by TIG rules. As a general consideration, the varying levels of contributions by promotion eligibles should be appropriately recognized by formulating flexible TIG requirements.

5. Special Promotion Factors: In addition to the personnel evaluation criteria used in employee rankings, special promotional factors should be identified and applied in promotional reviews. Career Services and Career Sub-groups should closely monitor promotional decisions to ensure that minorities are fully considered for promotion, especially within the professional and technical ranks. There may be minimal or preferred conditions for promotion that are peculiar to the needs of Career Services or Career Sub-groups, e.g., availability for a particular assignment or the possession of special substantive or technical skills.

6. Frequency of Promotions: Career Services and Career Sub-groups usually act upon promotions in connection with personnel evaluations, that are conducted at least annually. Promotion proceedings can be held as often as desired by Career Services and Career Sub-groups. There is no reason why special promotional sessions cannot be held whenever warranted, including instances where only one or a few persons are promoted.

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7.. Supervisors Role in Promotion: The function of supervisors in the promotion of employees under their jurisdiction varies among Career Services and Career Sub-groups. Some supervisors are required to provide written recommendations; others are not. Although promoting officers normally rely principally upon boards and panels for promotion recommendations, the specific views of supervisors in the chain of command should be obtained, orally or in writing, in a suitable manner.

PREPARATION OF PROMOTION PLAN BY CAREER SUB-GROUPS (IF APPLICABLE)

To ensure that Directorate objectives are met, Career Sub-groups should be required to present, in writing, their promotion plan to the Deputy Director concerned for approval. Deputy Directors should monitor administration of the promotion programs in the Career Sub-groups.

ADMINISTRATIVE - INTERNAL USE ONLY

May 1974

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

PASG GUIDANCE NO. 3

Employee Counseling

PASG AND PDP REQUIREMENTS

When the Director approved the Personnel Development Program (PDP) and the recommendations of the Personnel Approaches Study Group (PASG), he fixed responsibility in the Deputy Directors for operating an effective, expanded program of employee counseling within their Career Services. The quotation of relevant paragraphs in these documents makes this circumstance clear.

- a. PASG Recommendation on Counseling: Each Deputy Director is responsible for creating a Directorate-wide counseling program (structures, policies and guidances) which, as a minimum, would provide for the counseling of employees whenever recommended in the evaluation process and which would provide a visible counseling source or sources that employees could go to on their own initiative to seek job assistance and guidance.
- b. PASG Recommendation on Personnel Evaluations: Three of the sixteen authorities and responsibilities given to the Deputy Directors in the approved PASG Report pertain to personnel evaluations; employee rankings; and appropriate actions to be taken as the result of personnel evaluations. It is now Agency policy that personnel having the lowest rankings in a Career Service normally will have this fact made known to them. Implicit in this decision is the need to maintain an effective counseling program that will give due consideration to both management and employee concerns applicable in such notifications.
- c. PDP Provisions on Employee Counseling and Communications: In commenting on the establishment of a systematic program for personnel development in the Agency, the Director, in his covering memorandum to PDP, stated it is essential to convince our employees by organized and visible efforts throughout the Agency that personnel development is an abiding interest of the Agency. This is a compelling statement for strengthening individual employee counseling as a means of communicating and discussing the concrete actions arising from the Personnel Development Program. Moreover, PDP guidelines require each Career Service to explain the Program and to invite employees to express their personal interest in jobs or training that would enhance their future usefulness. The Director's recently expressed desire to expand PDP to most of the Agency's professionals, as contrasted to the initial emphasis placed on executive candidates, provides a further impetus to the establishment of employee counseling programs in the Directorate Career Services and Career Sub-groups.

Approved For Release 2000/06/13 : CIA-RDP81-00261R000200050006-3

PURPOSES OF EMPLOYEE COUNSELING

Career Discussions Are Needed: The vital and continuing preoccupations of individuals within any organization are two-fold: personal and substantive. To improve personnel management, more talking should take place between employees and career officials about feelings and decisions influencing future utilization and career prospects of employees. One-on-one, personal communications must involve career issues (problems, chances for improvement, future usage, potential, etc.) as well as traditional supervisor-employee talks about an employee's performance in his present position if employees are to be properly managed and expected to perform effectively.

Developmental Counseling Should Be Substantially Increased: Developmental counseling will not only be substantially increased in volume, but it should be carefully planned to include in individual cases the actions contemplated and the reasons for them.

Open-door Policy Should Be Effective: Employee counseling facilities maintained by each Career Service and Career Sub-group should be available to all individuals who personally wish to express their career interests and aspirations. It is not sufficient to announce an open-door policy and talk to only those who show up, in effect a program that benefits only those who care to take advantage of it. In the same vein a program targeted only at a select employee group, such as young professionals, is not adequate. Heads of Career Services and Career Sub-groups should monitor their counseling programs to ensure that all employees are encouraged to seek counseling. Periodic policy reminders and employee questionnaires are two means of achieving this objective.

Low Ranking Employees Require Notification: As previously noted, employees on the bottom of the list normally will be advised of their status, pursuant to Agency policy.

SELECTION OF CAREER COUNSELORS

Number: Obviously, the number of counselors depends upon the size of the counseling unit in the Career Service or Career Sub-group; the scope of the planned counseling program and the number of individual requests for counseling. Since expanded counseling activity may have to be performed without any significant change in existing staffing capabilities, each Career Service and Career Sub-group should consider what combination of career, staff and line officials (career board and panel members) are necessary to get the job done.

Definition of Roles of Supervisors and Other Career Officials in Counseling: Career Services and Career Sub-groups should designate in writing the respective counseling activities of supervisors and of other career officials (Career Management Officers, managers of career boards and panels, etc.). Counseling of individuals relating to proposed developmental

experiences or to remedial actions designed to correct specific deficiencies affecting their career status normally should be handled by career officials. Irrespective of the assigned role of supervisors in career counseling, it is important that their input (information and suggestions) be regularly obtained as background data for consideration by career boards and panels.

TRAINING

Each counselor should be made thoroughly familiar with the substantive activities, job requirements and career opportunities of his Career Service or Career Sub-group. As appropriate, he should directly participate in, or be made aware of career board and panel decisions that form the grounds for individual counseling. At the earliest opportunity, counselors should also take the OTR training course in counseling techniques.

COUNSELING RECORDS

Counseling sessions should, by and large, be made a matter of record. Highly personal or sensitive information should not, of course, be broached or recorded by those responsible for conducting career counseling. Informal off the record conversations between employees and counselors will naturally occur, but ordinarily these contacts will be infrequent or semi-social in nature. Verbatim, or overly detailed reports should not be necessary for record purposes; brief written summaries entered chronologically on a large card should suffice provided they accurately reflect the gist of each counseling event. More lengthy memorandums for the record in certain instances could be prepared as appropriate and kept with the card. Counseling records should be made available to career officials and supervisors as warranted. For convenience, counseling records held by Career Sub-groups (where applicable) should be retained in one location for ready reference and easy referral to the Career Service counseling facility when requested.

DIRECTORATE-WIDE CAREER SERVICE COUNSELING

A visible and publicized Directorate-wide counseling facility should be available to any employee, wishing to use it, or to any Career Sub-group wishing to refer an individual for counseling at the Directorate level. In the latter circumstance, the reason(s) for the requested counseling and the record of any earlier counseling by the Career Sub-group should be made known to the Directorate counseling facility.

PREPARATION OF EMPLOYEE COUNSELING PLAN BY CAREER SUB-GROUPS

To insure that Directorate-wide counseling objectives are maintained by

Career Sub-groups, while preserving their flexibility to operate employee counseling programs applicable to their needs, the Deputy Directors should require Heads of Career Sub-groups to present, in writing, their counseling program for approval. Deputy Directors should monitor the administration of the counseling program in the Career Sub-groups.

SUGGESTED COUNSELING SITUATIONS

Individual counseling sessions are suggested in the following specific instances unless obviated or precluded by the particular circumstances applicable in individual cases:

- a. PDP Action: The Career Service has identified an employee for a specific developmental action.
- b. Needed Transfer: An employee has been in place for an extended period and there is an opportunity to move him to another job that could improve his outlook, broaden his experience, or offer a new challenge.
- c. Better Employee Utilization: The qualifications of an employee could be used more productively in a different capacity than his present assignment (e.g., currently underutilized).
- d. Meet Priority Requirements: An employee is a prime candidate for a priority task or emergency requirement.
- e. Employee Surplus: An employee is surplus in his present position, and consideration must be given to his reassignment or termination.
- f. Employee in Dead-Ended Job: An employee is dead-ended in his present job, but he has the capacity to fill a different assignment, with or without appropriate training or other qualifying experience.
- g. Career Deficiency: An employee's performance, productivity or conduct threatens his further advancement or usefulness in the Career Service, unless corrected.
- h. Low Ranking: An employee is located in the bottom portion of an evaluation ranking.
- i. Potential Loss of Able Employees: The services of a promising employee may be lost to the Agency, a Career Service or a Career Sub-group unless a personal career concern or problem of job adjustment is satisfactorily resolved.

OTHER COUNSELING FACILITIES

There are several special counseling services already available to employees in the Agency. They include the EEO counseling function; the assistance of the Psychiatric Staff, OMS; the vocational and related guidance of the Psychological Services Staff; the assistance of various elements of the Benefits and Services Division, OP; the placement services of the Staff Personnel Division, OP; and the retirement and external job counseling of the Retirement Affairs Division, OP. It is apparent that these services should be kept in mind and used, whenever relevant, by counselors in each Career Service and Career Sub-group.

PASG GUIDANCE NO. 4

Employee Mobility

STATEMENT OF PROBLEM

Few managerial issues have received more discussion and less action than that of personnel mobility within the Agency. Career Services have emphasized the development of skills to meet their specific needs and have acknowledged mobility as a conceptual way of meeting their staffing requirements. Few, in fact, have encouraged the movement of personnel to and from their areas, even for developmental purposes. Effective barriers have deterred significant or sustained action to achieve mobility. As a result, the Career Services have cultivated specialized talent needed within their boundaries, but they have been less successful in producing officers schooled in the experiences required to manage different phases of the intelligence profession.

FEDERAL POLICY AND PDP REQUIREMENTS

It is established policy in the Federal Guidelines for Executive Development and the Agency's Personnel Development Program to insure the selective use of rotation for developmental purposes. "Federal Guideline No. III - Improved Mobility Programs" states that agencies should have a systematic plan for rotational assignments within bureaus and should work out mobility programs across agency lines for which individuals may volunteer. Each agency's system should be based upon individual development plans.

The Agency endorsed the mobility concept in its Personnel Development Program. It recognized that the success of an increased mobility program depends upon each Career Service taking the time to plan the kinds of developmental work experiences that are needed by selected individual careerists, taking into account their personal backgrounds, previous experiences and probable future utilization and potential.

PASG REQUIREMENTS

The Personnel Approaches Study Group, aware of diminishing manpower levels, emphasized the need to increase the "one Agency" orientation of personnel operations. It stated that "Increased recognition of Agency-wide personnel concerns entails the greater application of Agency-wide guidances and processes and the elimination of institutional barriers currently impeding the desired flow of personnel between components and Career Services." The PASG Report also contained three recommendations on rotation.

Agency Personnel Objective - Insure that systematic personal development, including rotation of professionals as practicable, is planned.

Personnel Authorities and Responsibilities - Supergrade Review: An Agency-level mechanism should be established to exchange information on supergrade vacancies and prospective candidates, review nominations to fill senior openings, and work out arrangements for handling inter-Directorate developmental experiences.

Deputy Directors will provide policy to facilitate inter-Directorate transfers and rotational tours.

PURPOSE OF MOBILITY

Some movement is desirable for obvious reasons of individual growth, maximum utilization and strengthening the lines of succession. Planned mobility can broaden perspectives and enhance the possibility of beneficial change in the component. Movement of employees throughout the Agency improves communication, decreases misconceptions among components and provides a freer flow of information and ideas. Rotation may seem to be elusive, but the idea of moving selected employees around to improve their capabilities, without sacrificing job performance, remains a major goal.

OBJECTIVES OF MOBILITY

True mobility exists when rotational experiences meet a definite managerial objective. The need may be recognized in advance planning or in some cases arise from an immediate situation. It may require either inter-Directorate or intra-Directorate movement. The objective might be any of the following:

- Career Development: to broaden experiences and strengthen skills
- Special Skills: to fill a specialized need for which there is no other candidate, e.g., linguist
- Surplus: to assign an officer surplus in one assignment to another, usually with the hope that the change will become permanent.
- Standard: to meet a requirement which the Career Service regularly fills in another Directorate or component, e.g., OTR instructors, OIG inspectors
- Change of Environment: to move an employee laterally to a similar position in order to provide a new environment

FOCAL POINT OF MOBILITY PROGRAM

The objectives of personnel mobility apply at all professional levels but the primary focus of a purposive rotational program should be on career development at the lower levels. This is where employee movement produces the fewest disruptions in office procedures and minimizes the likelihood of career damage resulting from unfamiliar work situations. It is at the lower level that career commitments are most fluid. Therefore, Directorate Career Services should concentrate upon mobility as a means of identifying the proper career for young officers or as one process of rounding out and converting young employees from beginners to professionals who have an understanding of interrelated functions. The majority of the rotational assignments at this level probably would be intra-Directorate.

Mobility at the upper levels is also desirable but the emphasis would be on inter-Directorate assignments. As an employee moves upward to positions of increasing responsibility the necessity for a diversified substantive and managerial background outside his own area of expertise increases.

CONSIDERATIONS FOR DIRECTORATE POLICIES REGARDING MOBILITY

STATINTL

Vacancy Notices: An Agency-wide vacancy notice system was established in January 1973. [REDACTED]

STATINTL

Annual Personnel Plan: The APP Report requires the Career Services to record their fiscal year goals for rotational assignments, both intra-Career Service (between Career Sub-groups) and inter-Career Service. There will be a continuing evaluation of these goals in subsequent Reports, which reflects the DCI's interest in mobility programs in the Agency.

STATINTL

Reassignment-Internal Detail: The Memorandum of Understanding required by [REDACTED] is intended to eliminate the "forgotten employee" problem that has sometimes resulted from rotational assignments. Part of the regulation reads. . . . such record will include a Memorandum of Understanding covering the circumstances and anticipated duration of the detail agreed to by the Heads of the Career Services concerned, by the employee, and by the Operating Official gaining the employee's services. The responsible officials will review internal details at least every two years to ensure that continuation of the arrangements in each case is desirable.

Professional Placement Branch (OP/SPD): This branch is a central referent for cases that involve movement between Directorates. It also assists employees, supervisors and Career Services with intra-Directorate problems, as requested.

Supergrade Review Board (Approved by PASG): The Board will be composed of the four Associate Deputy Directors and a suitable representative of the Executive Career Service. Members will give the Board each quarter a list of up-coming supergrade and SPS vacancies and reassignment plans for their Career Services, covering at least the next 90-day period. The Board will review these planned actions and consider inter-Directorate transfers and developmental rotation assignments.

(A central role has been assigned to the Board. What is at issue is the role of the Directorates.)

SUGGESTIONS FOR DIRECTORATE POLICIES

I. OPTION 1: FORMULATION OF ROTATION MODELS

A. Considerations:

1. The Senior Personnel Resources Board would formulate models of the kinds of job experiences that officers should receive during major steps of their careers. The models should provide a basis for deciding under what circumstances rotational assignments are particularly valuable and for designating what officers would benefit most.

2. For those categories of officers who would most benefit, the Career Service would evaluate the needs of each careerist to determine the developmental work experiences that are needed in terms of the models and the careerist's probable future utilization and potential.

3. The Deputy Director would decide upon an appropriate number of inter and intra-Directorate rotations that should be considered as a goal for implementation within the Directorate.

4. Each component would select the appropriate number of officers within its jurisdiction who should receive intra-Directorate rotational assignments at that time. The names would be submitted to the Senior Personnel Resources Board which would work with office heads to effect the reassignments. (Component is area division in DDO, office in DDI, DDS&T, DDM&S.)

5. The Career Service would select careerists for inter-Directorate assignments and submit the list, with the type of assignments desired, to Staff Personnel Division/Office of Personnel via the Senior Personnel Resources Board.

6. Each component would identify the types of positions within its area that could be filled by non-careerists on a rotational basis and submit the list, including job descriptions and qualifications desired, to Staff Personnel Division/Office of Personnel.

7. Staff Personnel Division would match qualified available candidates for inter-Directorate rotational assignments against the positions and work with the employee, his Career Service and the gaining component to effect the reassignment.

8. The Deputy Director would submit an annual rotation report, including names and grades, to the CIA Management Committee as part of his Annual Personnel Plan.

B. Advantages:

1. Top management is on record regarding its expectations in the area of mobility.
2. Provides for systematic review of personnel and positions by the components and Career Services.
3. Better understanding by employees of the types of work experiences Directorate management considers important for career development.
4. Greater Deputy Director responsibility for career planning.
5. Greater monitoring by top management to insure effectiveness of mobility planning and programs in Career Services.

C. Disadvantages:

1. May be unable to provide meaningful assignments for all who are to be rotated.
2. Career Services could become inflexible in handling individual cases which deviate from models.
3. Periodic updating of models is required.
4. Interdiction of advancement opportunities for those within components.
5. Deputy Directors lose the services of the officers for the duration of the assignment.
6. Employee on inter-Directorate assignment is no longer in the mainstream of Directorate activities.

II. INTER-DIRECTORATE REVIEW - ALTERNATIVE TO IA-5, 6, & 7

A. Considerations:

1. Each Deputy Director would submit to the Supergrade Review Board semi-annually a list of Directorate officers (all grade levels) who would benefit from inter-Directorate rotational assignments. The DD would also submit individual developmental proposals indicating the duration and type of assignment each officer should receive.

2. The Supergrade Review Board would perform the following functions:

a. Consider transfers proposed by the Directorates and initiate actions to provide for the movement of personnel between Directorates.

b. Recommend to the Deputy Directors other courses of action which the Board considers more appropriate in individual cases.

c. Monitor Agency progress in achieving mobility objectives, maintain current information on performance, and report periodically to the CIA Management Committee.

B. Advantages:

1. Top management's backing in working out meaningful rotational assignments.

2. Top level monitoring to insure that Agency mobility objectives are met.

3. Board could be central referent for problem cases which could not be solved at the Directorate level.

4. Enhanced cadre of officers capable of Agency-wide perspective.

C. Disadvantage:

Arranging assignments could be too time consuming for senior level officers.

III. OPTION 2: STAFF AIDES OR ASSISTANTS

A. Considerations:

1. The Directorate Senior Personnel Resources Board would:

a. Formulate and annually update model(s) of the kinds of job experiences that officers should receive during major steps of their careers. (Models should be based on desired levels of experiences at different grade levels.)

b. Evaluate the needs of each careerist to determine what developmental work experience he needs in terms of the model and his probable future utilization and potential.

c. Establish a goal to rotate a planned number of careerists each year.

d. Identify the appropriate number of young professionals, GS-09 through GS-13, within the Career Service and recommend them to serve as staff aides or "Assistants To" senior Directorate and Agency officers.

2. The Deputy Director would act upon the nominations received from the Board in the following manner:

a. Approve the assignment of some of the officers as "Assistants To" designated senior Directorate officers and select others for one-year inter-Directorate rotational assignments. Submit the latter officers' names, together with individual proposals indicating the duration and type of assignments requested, to the Heads of the four other Career Services and the Director of Personnel.

b. The Heads of the Career Services would determine their order of preference of the names submitted, and meet to mutually decide upon individual assignments.

3. The Director of Personnel would provide staff assistance to help the Heads of the Career Services make their selection and administer the program, including periodic monitoring of individual progress.

B. Advantages:

1. Would promote the steady infusion of new ideas and would afford an unusual opportunity and challenge for young officers to learn first-hand the major workings and dynamics of the Agency at the centers of the decision-making process.

2. Could be implemented on a detail basis with little if any disruption in the chain of command and slotting arrangements.

C. Disadvantages:

Officers to which assistants are assigned may not insure that they are given meaningful tasks and fully utilized.